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ABSTRACT

This study investigates how public school teacher of grades K-6 utilize their scheduled times free of students, excluding lunch and recess. A questionnaire that included items about a) respondents' position, b) time schedules, and c) usual duties performed during times free of students was sent to 26 participating schools. Sixty-three percent of the questionnaires were returned giving a total of 401 respondents. Findings indicate a) there is no significant difference in the utilization of times free of students by teachers of grades K-6; b) teachers want and need more free time for preparation; and c) there is much diversity between the schools in the areas of beginning and ending times, arrival times, times free of students, number of itinerant teachers in each building, working facilities, and recess duties. Recommendations made by the research team include a free period of at least 30 minutes for all teachers and additional investigations. (A literature review, a 33-item bibliography, and 4 appendixes are included.) (PD)

ED 091316

A STUDY OF THE UTILIZATION OF TEACHER TIMES FREE OF STUDENTS DURING THE STUDENT DAY

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The completion of a study of this magnitude depends upon the assistance and cooperation of many people. The investigating team wishes to thank the responding teachers in the studied school corporation for their time.

In addition, we wish to extend our thanks to Dr. Charles DuVall for his guidance, cooperation and encouragement throughout the period of this study.

Our appreciation also is given to The National Education Association for their funding of this study.

J. D. C.

DEDICATION

The research team hereby dedicates our study to the professional teachers of our corporations. Hopefully, in the future our fellow teachers will be able to profit from the knowledge gained through a study of this type.

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CHAPTER I

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

The research team has fully investigated educational, business, psychological periodicals, and doctoral dissertations dating back into the early 1940's. In addition, the team employed the services of the Educational Research Input Center located at Indiana University, Bloomington.

Upon the completion of an extensive research in the field of the utilization of teacher scheduled times free of students, the team recognizes that meager or no research has been published on this particular subject. Chapter II (Review of Literature) will support the above conclusion.

The research team believes that a study of this nature will be of great service to the pedagogical profession. Therefore, challenged, by the lack of research in this area we set forth our goals to complete a unique study. Hopefully this study will be carefully scrutinized and will challenge others to initiate further research in this field.

THE PROBLEM

Statement of the problem. The central problem of this study is to determine how public school teachers assigned to the teaching of students in Kindergarten through sixth grade utilize their scheduled times free of students (excluding lunch and recess) during the regular student day.

Purpose of the study. The purpose of this study is to reveal through a questionnaire technique how the afore-mentioned responding teachers in a northern Indiana metropolitan school district utilize their scheduled times free of students during the student school day.

Underlying assumptions. For the purposes of this study it was assumed that the following assumptions were true:

1. Elementary teachers do have scheduled times free of students during the student day.

2. Elementary teachers make specific uses of their times free of students.

3. Elementary teachers will reveal their accurate uses of their times free of students by responding to a questionnaire.

4. The responses from the responding teachers

will be relevant and large enough to provide an adequate sampling of the population.

Definition of terms used. Several terms employed in the description of this study which may have implications are defined as follows:

1. Questionnaire - list of planned written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in normative-survey studies and in the measurement of attitudes and opinions.
2. Population - the total group which is of interest or concern; as commonly used in testing, the totality about which statistical inferences are to be made and from which a sample is taken.
3. Closed form questions - Responses are made to a set of provided answers. The information may be more easily counted and tabulated.
4. Open form questions - used for intensive studies or exploration. Each answer is a written description.
5. Student day - person who attends a regular day

session, typically containing 5½ hours of instruction time.

6. School district - a geographical area, generally coterminous with a legally established municipality which has been designated as a local school unit (corporation).
7. Time free of students - (free period) an obsolete term designating the time in a regular school day during which a teacher has no definitely assigned duties.
8. School mail - (transportation service) the conveyance of mail, correspondence, memos, audio-visual supplies between schools and the administrative offices.
9. Respondent - any recipient of a questionnaire who actually replies to the questionnaire.

Limitations of the study. Certainly one limiting factor which must be considered in any study employing the questionnaire as the primary source of data collection is that of non response from the population. In coherence with this limitation is one of requesting responses from a large population. Questionnaires were sent to 639 teachers in thirty-six

separate buildings in the corporation. Respondents totaled 401; a 63 per cent from these mailings.

Time was another limiting factor. The team was on a time schedule and therefore constructed a questionnaire, modified it twice without pursuing a sampling and sent them forth to the schools. Upon the return of the early responses we immediately realized that some of the questions were ambiguous to some of the respondents.

Unfortunately in order to conserve paper the questionnaire was typed on both sides of the paper. An over sight of not printing (turn over) was omitted from the bottom of the first page. Logically some teachers overlooked the backside of the questionnaire.

The anonymity of the respondents was carefully controlled thus limiting the researchers to request or follow-up teachers to complete their questionnaire and return it to the team.

Also many of the respondents have no free time from students during the school day and were therefore limited to some questions. Some respondents were not able to interpret the questions and therefore numerous blanks were received for answers (see

question 13 on the questionnaire).

Lastly the lack of research in this particular field refrained the researchers to consult and diagnose limitations of other previous studies. Comparison of our data with previous findings was not possible since this study is the first in its field.

Although numerous limitations are in this study the team is humoly confident that a study of this nature will consistently be of great value to teachers and future researchers in this field.

DESIGN OF THE STUDY

The design. To obtain the desired data a questionnaire and an accompanying cover letter were constructed by the research team. Dr. DuVall participated with the team in the modification of the instrument and cover letter.

The team selected the questionnaire technique because personal observation or contact of teachers of such a large quantity would be impossible in our time limit.

According to established patterns found in educational research, certain information and form

were included in the design of the cover letter. Included items were: the purpose of the study, the value of the respondents' replies, the educator and his title involved in the study, and the letterhead of the National Education Association.

General attractiveness was stressed in both the cover letter and instrument. Typed printing was used on good quality white paper.

Concerning the questionnaire, the wording was kept short therefore involving a minimum of the respondents' reading time.

Open and closed forms of questioning were included. Open form questioning was used to provide a more accurate understanding of the respondents' ideas and feelings. The closed form of questioning included for quick scoring of replies on various times, rankings, and simple check marks.

Included on the questionnaire was a vital comment section for respondents that wished to express their personal feelings towards times free of students, and to the questionnaire in general.

The above comment section was not intended to be an integral part in the analyzation or computation

of the data. Therefore we organized and reproduced all the responses found in the comment section in Appendix C. The team urges the reader to consult this appendix and draw his own conclusions and evaluations from the responses.

Instrumentation. Questions (1 and 2) were intended to indicate the respondents' position and type of school wherein employed. Question (1) was of particular interest to the study since the team intended to compare and evaluate returned data between grade levels in the corporation. Question (2) was included to possibly compare the data returned from four main grade structured schools in the corporation.

Questions (3, 4, and 5) are brief closed forms of questioning on time schedules. These responses proved valuable in relation to the amount of time free of students.

The team felt question (6) was designed to be a valuable tool in accessing free time beyond the required thirty minute lunch break. Reservedly it was decided to completely disregard the replies to this question due to the large number of inaccurate

responses.

Unfortunately question (7) was also misinterpreted. Therefore the team adapted and revised the responses to the total minutes per week of teacher times free of students. The revised responses were then satisfactorily utilized by the team.

Attempting to establish the basis for times free of students, question (8) was included to obtain an understanding of which itinerant teachers or activities permit the majority of these scheduled times.

Question (9) was determined to really be unsupportive to our main goals since the building of the corporations are so diversified in their physical structures.

An indication of where teachers spend their times free of students was needed. Question (10) however proved to be partially valuable. The team could not place much emphasis on the replies since each building is different in plant structure.

Question (11 and 12) dealt with the topic of recess. We included these to add a certain amount of support to the study and our secondary goal.

The team did not weigh and include responses from these questions since we were concerned with scheduled times free of students. Too often recess does not allow for complete, consistent times away from students; weather, brevity of such time, supervision of sick students, and special help for students interfere with time free of students.

The distinguishing question in our research study is number (13). Our primary hypothesis was to prove that the majority of teachers utilize their times free of students in the same manner and duties. The team attempted to construct a list of usual duties performed during times free of students. Teachers then replied by writing the per cent of time spent in each area.

Lastly the comment section was provided to give an opportunity for the respondent to express his views. The team suggests that the reader take time and opportunity to read comments and replies from the instrument. In doing such the reader will discover a better understanding of the respondents' total attitude pertaining to teacher scheduling.

Distribution of the questionnaire. Teacher

lists of each of the 36 queried schools were obtained from the National Education Association. The total number of all teachers in grades kindergarten through sixth were tabulated for each school.

After the National Education Association duplicated the cover letter and questionnaire the research team distributed the number of copies for each building into large yellow envelopes. Included with the cover letter and questionnaire was a coded return envelope to be returned to a certain team member at his place of employment. The yellow stuffed envelopes were then addressed to the faculty representative in each school building. Upon receiving, the faculty representatives dispersed the questionnaires to the teachers' mailboxes. The anonymous completed questionnaires were returned to the faculty representatives' mailbox. In turn the answered questionnaires were then forwarded in their return envelope via school mail to a member of the research team. This technique was utilized for its general effectiveness and relatively low cost to the funding National Education Association.

Follow-up technique. On the arrival of our

data for the questionnaires to be returned the team decided it was necessary to have all schools responding. Six schools had not replied and utilizing the code on the return envelope a team member found the schools that had failed to reply in the specified time. Telephone calls were made to the faculty representatives and within a short period of days all schools had returned their answered questionnaires.

Coding the questionnaire responses. It was decided to use a system of coding that would permit the team to utilize the computer system at Indiana University at Bloomington. The Indiana University Form A Computer Answer Sheet was chosen for the purpose of hand marking and recording each response.

The codes and rules were carefully developed with an understanding of what was needed to support our goals.

The team recognizes the importance of carefully depicting the hand marking rules for coding. Therefore the coding system is fully explained (with examples) to the interested reader. The reader is urged to consult Appendix B for an explanation of

our methodology.

Upon the completion of hand marking answer sheets for each returned questionnaire it was time to forward the coded answer sheets to the Indiana University Computer Center. Our results came back coded by school buildings. After careful analyzation of our read-out we decided to request another run; this time by grade levels. Upon receiving the second run the team realized that it was time to sit down, compare the findings, and report them.

ORGANIZATION OF THE REMAINDER OF THE STUDY

A brief review of literature in selected literature and related educational research has been included in Chapter II. Chapter III is the presentation of the findings of the study. The conclusions and recommendations are reported in Chapter IV.

CHAPTER II

REVIEW OF THE LITERATURE

The literature available that dealt directly with this study was limited. Therefore the broader area of time management was investigated.

In the early 1900's Frank and Lillian Gilbreth were involved in studies aimed at reducing unnecessary fatigue. In their studies they found that there was always one right way of completing a task to achieve the best possible results. In order to complete the task efficiently, the task must be accompanied by a written plan to establish a definite schedule. (Wisehart:42, 191)

The efficient work plan must be accompanied by skills gained from previous training. Gilbreth illustrated this when he stated that the prime cause of inefficiency in all kinds of work was due to the lack of skills. Therefore to overcome this inefficiency the teaching of skills must be improved in three ways. They are as follows: determine the best way to perform the skill, find the most efficient way to convey the information concerning the skill, and present the information so that it will be remembered. (Gilbreth, "A Prime Cause of Inefficiency in Industrial Organizations":40)

After skills have been acquired the problem of eliminating unnecessary fatigue must be analyzed through motion

study, which consisted of "analyzing an activity into its smallest possible elements, and from the results synthesizing a method of performing the activity that will be more efficient." (Gilbreth, "The Effect of Motion Study Upon the Workers:272) Motion study reduces fatigue, but does not eliminate its occurance. Therefore when fatigue does occur, the worker must have an ample period of time to recover from the fatigue his work has caused. If consideration for this need is given by the employer, the employees physical and mental well-being will be enhanced and the employer will gain a more satisfied work force. (Gilbreth, "The Effect of Motion Study Upon the Workers":275-6)

The cooperation between the management and the workers in reducing fatigue also helps to curb the resentment that sometimes persists between workers and management, reduce the loss of time due to absences caused by accident and sickness, and cause both to realize greater profits produced by more efficient production. (Gilbreth, "Unnecessary Fatigue":154)

The principles advanced by the Gilbreths were in direct conflict with pratice of featherbedding which was brought about by technological changes. With the advent of increased automation, the featherbedding technique was developed by the unions to make jobs or prevent the adoption of more efficient methods of production. This make-work policy was often designed to protect the jobs of union members when technology

or other factors dictated a decline in the demand for the services of certain workers. (Backman:40)

Other types of make work practices were manifested in a less obvious way. Fellow workers often pressured individuals by means of threats to restrict any output above the normal production rate. This type of featherbedding was structured according to unexplained logic based largely on tradition. The worker who violated the norm was punished by the disapprobation of his peers. (Weinstein:1-7)

Despite efforts to keep productivity per man below what it should have been, employers attempted to minimize fatigue and tension in their factories by establishing a scheduled coffee break for their employees. The literature indicated that despite the fact that these breaks added from ten to sixteen days of paid time per worker per year, they more than paid for themselves in better morale and increased efficiency. Other long range advantages include a decrease in absenteeism and accidents (Ritter:120)

Other fringe benefits have been on the increase annually. They include paid holidays, profit sharing, workmen's compensation, insurance, social security, sick leave, and in some instances personal leave. (The 'Fringe Binge'--It Costs More Every Year":76 and "Changing Patterns of Pay: More and More Fringes":48)

Literature supported the contention that factory and office workers are being offered a wide range of fringe benefits. Research indicated that the fringe benefits designed to decrease fatigue also increased morale. Even though these types of techniques have proven beneficial in industry, they have not been transferred into the field of education.

The literature cited in this study supported the contention that teachers spend approximately fifty hours per week pursuing school related activities. A study conducted by the New York Teacher's Association found that the elementary teacher spent average of 47.8 hours in school related activities per week. A breakdown of this figure showed that 36.7 hours were spent in the classroom, 9.6 hours were spent preparing lesson plans and grading papers, and approximately 1.5 hours were devoted to professional activities. This same study also stated that the secondary teacher spent 50.3 hours per week pursuing their professional obligations. A breakdown of this figure showed that 37.7 hours were spent in school, 10.1 hours were devoted to lesson planning, 1.0 hours were used for extra curricular activities, and 1.5 hours were used for professional study. ("Fifty Hour Week:17 and "A Forty-Seven Hour Week:276)

The duties of an elementary teacher are wide and varied. They must identify and secure materials appropriate for each

students needs, locate and schedule audiovisual equipment, coordinate individual lessons with the entire curriculum identify and treat individual differences that exist in the classroom, schedule research persons or plan field trips, and write lesson plans in such a manner that a substitute teacher could teach each lesson effectively. After the planning and teaching of the lesson has been executed, the teacher must then evaluate and analyze the results of each lesson. (Wilson:12)

In addition to the classroom teachers' professional duties, they must also perform low-level, non-teaching clerical chores. These include collection of the milk money, picture payments, insurance premiums, lunchroom and hall duty, keeping the register, and taking attendance.

These duties, plus "an entire day in a classroom filled with lively, active children tires even the most healthy and enthusiastic teacher." (Cubberley:247) According to the NCTE, one or two reasonable breaks during the day in addition to the lunch period, are needed for reasons of health and efficiency or a minimum of thirty minutes of planning time free from any supervisory or monitoring responsibilities each day.

The afore mentioned sources stated that peak performance simply cannot be maintained by the teacher if he is required to be "on stage" all day without an opportunity for

even a brief change of pace.

The lunch period, which is not considered a fringe benefit in industry, is, in many cases, unavailable to the classroom teacher. In a poll conducted by NEA of a cross-section of teachers in the United States in 1963, it was determined that only one in six teachers have a full duty free lunch period, although more than half of the teachers felt that such a period would be advisable. ("Teacher Opinion Poll--Duty Free Lunch:41)

The supervision of the lunch period is but one of the elements included in the teacher's workload. The elementary teacher is on the "firing line" for at least thirty hours per week. Unlike the college professor who complains of an "excessive" teaching load of more than twelve hours weekly, or the school administrator who spends hours in preparation before facing his colleagues and patrons only a few hours a week, the classroom teacher is required to continue his thirty-hour week as though it were some kind of destiny. (Wilson:12)

SUMMARY

Through the years the business world has established periods for the purpose of rest and relaxation to increase efficiency. Many educators support proposals to establish periods free from student supervision each week, thus enabling the classroom teacher to familiarize with the increasing quantity of information, new methods, tools needed for

student presentation, and relax.

Before the coffee break was proven to increase efficiency, management, as the literature suggested, viewed the coffee break with skepticism. However after its positive benefits were seen it was widely accepted.

Some would view preparation periods or student free time as a featherbedding technique, where by the teaching day would remain constant, with the work load reduced. This theory cannot be disproven, nor can educators prove that planning periods would increase their effectiveness until these theories are investigated by further research.

CHAPTER III

FINDINGS OF THE STUDY

This chapter presents an analysis of the data collected from the returned questionnaires. An examination of the total mail return will be explored, general corporation findings studied, and lastly individual items will be examined and related to each other.

Mail returns. A total of 639 questionnaires were delivered to the 36 schools in the studied corporation via school mail under the auspices of the National Education Association. (The address of the National Education Association has been blackened out for confidentiality; see Appendix A). The faculty representatives received and distributed the questionnaires to all kindergarten through sixth grade teachers. The answered questionnaires were then forwarded by the faculty representative to the researcher at his place of employment.

Every school in the corporation returned questionnaires for this particular study. One school remarkably scored 100 per cent in obtaining its entire staff to respond within the stated time limit.

The total returned questionnaires netted 401. Of the total assumed to be delivered this indicated an overall response of 63 per cent.

A complete breakdown of the number of returns is presented in Table 1.

Table 1 is included to give the reader an overview of the number of new returns from each school. The reader should take into account that the studied corporation has schools staffed with personnel ranging in numbers from 6 to 48.

A complete breakdown by grade level is shown in Table 2.

TABLE 1. ANALYSIS OF MAIL RETURNS BY SCHOOL

School code*	Number of returns	% of total return
01	13	03
02	5	01
03	14	03
04	3	01
05	10	02
06	6	01
07	3	01
08	12	03
09	17	04
10	13	03
11	7	02
12	7	02
13	8	02
14	9	02
15	18	04
16	12	03
17	11	03
18	9	02
19	5	01
20	11	03
21	7	02
22	21	05
23	11	03
24	12	03
25	8	02
26	9	02
27	13	03
28	8	02
29	25	06
30	19	05
31	14	03
32	9	02
33	16	04
34	10	02
35	15	04
36	11	03

*Revised school code to insure confidentiality to all schools and respondents

TABLE 2. ANALYSIS OF MAIL RETURN BY GRADE LEVEL

Level	K	1	2	3	4	5	6	other
Number of returns	31	59	57	54	68	61	49	22
Per Cent of response	8%	15	14	13	17	15	12	6

Each grade level is adequately represented. The researchers feel that this fine representation adds strength and validity to our study. Although the kindergarten number of returns is low at face value, in reality it is very proportionate to the rest of the grades. The reader must focus his attention on the fact that these teachers actually teach two sessions of classes (morning and afternoon).

The "others column" apparently looks low in comparison to the rest, but again the reader is reminded that "others" include teachers of music, art, and physical education. These specialists are in charge of large sections of children, perhaps the entire intermediate classes of one school.

Confidently the researchers have accepted the 63 per cent return as an adequate sampling of the population. Be it noted that of this writing that the team has received numerous (18) late returns

that were not included in the computation. Because of the relatively high percentage and consistency in each grade level the researchers have drawn generalizations and comparisons concerning teacher schedules (particularly times free of students).

General corporation findings. The following findings indicated by the results of the analysis of the data were reported:

1. A total of 401 questionnaires were returned; 63 per cent.
2. 37 per cent of the respondents wrote remarks in the available comment section. Determined by an interpretation of their comments the team distinguished the overall attitude of the respondents was one of concern to obtain more times free of students in order that they might adequately be prepared to effectively teach their pupils. (See Appendix C).
3. Comparison of schools by different items revealed that although each school is in the same corporation much diversity is found between schools. These areas include

beginning and ending times, arrival times of teachers, times free of students, number of itinerant teachers in each building, working facilities and recess duties.

AM Arrival times of teachers are shown in Table 3. Organizing the per cent of teachers voluntarily arriving before 7:29 a.m. the reader discovers 100 per cent to 0 per cent of some teachers voluntarily arriving to their buildings very early. Table 3 also shows a large per centage of teachers reporting to their buildings before 7:44 a.m. Approximately 83 per cent of the teachers report to work before they are required to.

4. Contractal agreement of A.M. arrival times is shown in Table 4. Approximately 92 percent of the teachers indicated that by contract their arrival time would be 8:00 a.m. or after.

5. Generally grades (1 and 2) are lacking in adequate time free of students. Grades (5 and 6) widely appear to have ample time. (See Table 5).

The average time per week free of students is 95.4 minutes. The reader notices that primary

TABLE 3. A.M. ARRIVAL TIME OF TEACHERS BY SCHOOLS

	before 7:29	7:30 7:44	7:45 7:59	8:00 8:14	8:15 later	
1	0%	23%	39%	38%	0%	0
2	100	0	0	0	0	0
3	28	29	36	7	0	0
4	0	20	50	20	0	1
5	34	0	33	33	0	0
6	33	17	50	0	0	0
7	33	67	0	0	0	0
8	25	25	42	8	0	0
9	12	6	53	29	0	0
10	15	54	31	0	0	0
11	0	29	29	29	0	1
12	0	43	57	0	0	0
13	25	25	37	13	0	0
14	22	11	56	11	0	0
15	6	33	50	11	0	0
16	0	33	50	17	0	0
17	27	27	37	9	0	0
18	12	67	0	11	0	1
19	0	0	80	20	0	0
20	0	27	55	18	0	0
21	0	0	71	29	0	0
22	14	38	38	10	0	0
23	9	27	46	18	0	0
24	34	33	33	0	0	0
25	0	12	38	50	0	0
26	0	33	11	56	0	0
27	100	0	0	0	0	0
28	0	75	0	25	0	0
29	16	16	48	20	0	0
30	27	26	42	5	0	0
31	22	64	14	0	0	0
32	0	11	56	33	0	0
33	0	50	19	31	0	0
34	0	30	60	10	0	0
35	6	20	47	27	0	0
36	18	27	46	9	0	0

TABLE 4. CONTRACTAL AGREEMENT OF A.M. ARRIVAL TIMES FOR TEACHERS BY GRADE LEVELS

Before	7:29	7:30-7:44	7:45-7:59	8:00-8:14	8:15 & after	
K	3%	0%	3%	87%	3%	1.
1	3	0	2	93	0	1.
2	2	0	3	93	0	1.
3	4	0	2	92	2	0.
4	3	0	0	91	4	1.
5	1	0	5	87	5	0.
6	0	0	4	92	4	0.
other	18	0	0	82	0	0.

TABLE 5. AVERAGE TIMES FREE OF STUDENTS BY GRADE LEVEL

Level	Mins. free per week
K	88.4
1	51.2
2	50.9
3	62.3
4	102.6
5	148.4
6	159.2
other	100.1
total	763.1

grades are well below the average. The primary average is 63.2 minutes per week. On the other hand the intermediate average is 127.5 minutes per week. Also take into consideration that primary teachers usually have recess duty too.

The team felt it beneficial to list the average of times free of students by school in table 6. The reader can easily discern the wide differences in the reporting schools.

Item findings. The researchers recognize that all the questions on the questionnaire are not relevant for various stated reasons. Therefore the researchers will refrain from attempting to evaluate

TABLE 6. AVERAGE OF MINUTES FREE OF STUDENTS BY REPORTING SCHOOLS (per week)

School	minutes	school	minutes
1	165.8	19	90.0
2	126.8	20	131.4
3	110.4	21	74.6
4	54.0	22	77.4
5	85.0	23	57.3
6	94.2	24	45.8
7	70.0	25	148.1
8	83.6	26	211.1
9	40.3	27	160.8
10	115.4	28	47.6
11	99.6	29	81.7
12	85.7	30	81.6
13	108.5	31	78.7
14	133.0	32	110.6
15	92.7	33	88.1
16	119.8	34	83.5
17	29.9	35	73.9
18	108.3	36	109.5

each and every question and response. Questions that will be diagnosed will be those of importance to support of primary purpose.

Question 3 read: What time do you usually arrive at school? The a.m. answer was accepted but the p.m. answer was rejected since it was discovered that too many respondents had closed lunch hours, did not leave the building, or failed to reply to the

p.m. question.

Examination of Table 7 (See below) reveals that primary teachers arrive at their schools earlier than intermediate teachers. An exception to this generalization is that of the fourth grade teacher. The team has no explanation for 55 per cent of the fourth grade teachers arriving before 7:45 a.m.

TABLE 7. VOLUNTARY A.M. ARRIVAL BY GRADE LEVEL

grade level	before 7:29	7:30 7:44	7:45 7:59	8:00 8:14	8:15 later
K	7	30	43	20	0
1	26	25	39	10	0
2	18	23	47	12	0
3	15	33	35	17	0
4	18	37	35	10	0
5	7	34	39	20	0
6	19	23	33	25	0
other	23	13	41	23	0

Recognizing the generalizations from Table 7

and then utilizing and comparing this to Table 5 a relationship begins to evolve.

Teachers of grades K, 5, 6, and others consistently reveal that they have a lower per cent of teachers arriving before 7:45 a.m., but they also have responded that they have a higher rate of times free of students. Therefore the team proposes that teachers with less times free of students realize it necessary to arrive earlier than those with adequate times free of students. Again grade four is an exception to this generalization.

The team realizes the inadequacy of such a huge generalization since there is no proof of the activities these early arriving teachers do, or no data on what time most of the teachers leave the building, or how much homework is taken with the teachers.

With this understanding on the arrival of teachers the reader is urged to compare Tables 4 and 7. Comparisons will prove that the majority of teachers in the studied corporation willingly arrive before their scheduled mandatory times. Teachers must feel some need to arrive earlier than scheduled

times.

Music, art, physical education, and library activities provide teachers with times free of students in decreasing order. (See supporting data, Appendix D).

Our primary question of concern was number (13). It read as follows: Estimate the percentage of activities performed during student-free time in the student day.

The team was very interested in the results of this question since this study's hypothesis was founded on the premise that there is no significant difference in the way teachers utilize their times free of students.

Lesson planning and grading of papers were consistently chosen over the other possible choices. (See Appendix D).

Firstly 72.5 per cent of all responding teachers reported that they used a per centage of their time for lesson planning. 65.7 per cent of all responding teachers made use of a portion of their time in grading of papers.

The team had pre-determined that if 60 per cent was reached in a chosen category it would be sufficient evidence that teachers do use their times free of

students in similar fashions.

Another method of rechecking this question was chosen in taking the responses of all teachers in the columns 30-39, 40-49, and 50-59 per cent and averaging. This method showed that 38 per cent of teachers use between 30 to 59 per cent of their times free of students in lesson planning. Grading papers averaged 31 per cent of the teachers in these three columns.

Undoubtedly if a third of the reporting teachers use between one-third and two-thirds of their times in performing in these two fields the team can confidently conclude that there is no significant difference in the way teachers of grades kindergarten through sixth utilize their times free of students during the school day.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This final chapter is presented in three sections: the problem, review of literature undertaken, and thirdly the recommendations to the reader for further study.

The problem. The problem of the study was to logically prove that there is no significant difference in the utilization of times free of students by teachers of grades kindergarten through six.

The findings of the study (Chapter 3) supports our hypothesis. The reader is urged to carefully examine the response data from question (13).

Time shall be taken to quickly include secondary findings by the team. These are: (1) teachers definitely feel the need to have a period free of students for preparation time, rest, or both. Teachers arrive earlier than the mandatory time schedule, also remain after dismissal time, and often take an enormous amount of work home at nights.

Based upon the data collected, the analyses made, and the findings reported, the researchers

query the disparity in times free of students in this studied corporation. Pursuing this inquiry is the goal of these researchers and the National Education Association.

Review of literature. Literature supports that teachers spend approximately fifty hours per week pursuing school related activities. During the meantime office and factory workers are being offered a wide range of fringe benefits (including breaks). Research proves that a worker can not produce at a maximum level of performance without a break (reason for coffee breaks). But teachers are constantly forced to work throughout the student school day with sometimes only a thirty-minute free lunch period.

Recommendations. Since the present study revealed that the times free of students were utilized productively, the team recommends that all teachers receive one period (of at least thirty minutes) free of students per day.

Research has been lacking in the field of teacher schedules. This particular field is wide open to educational research. We therefore urge additional studies of this type to be completed.

Perhaps a questionnaire similar to this one might be circulated to teachers of grades (7 and 8). These teachers do have periods free of students. A comparison of their responses to the elementary teachers' responses might be provocative.

Lastly the reader is urged to investigate the supporting data in the provided appendix. Careful analyzation of these will provide the reader with a better understanding of the data collected.

The respondents' questionnaires, the computer read-out and cards and other available data will be filed in the library of Indiana University at South Bend, Indiana. This is provided in order that readers may carefully scrutanize this study for themselves.

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APPENDIX A

NATIONAL EDUCATION ASSOCIATION [redacted]

DATE: October 23, 1973

TO: Fellow Educators

FROM: Jerry Christine, Chairman
Ad Hoc Elementary Planning Period Study

SUBJECT: Enclosed Questionnaire

This questionnaire is being circulated by NEA-South Bend. The purpose is to determine the number of teacher preparation periods, and how they are utilized.

We ask that you cooperate and help us receive a 100% response.

Please return this questionnaire to your Faculty Representative by Monday, October 29.

Thank you!

1. Grade you teach?

___K	___3	___6	___Phys. Ed.
___1	___4	___Art (Elem. only)	(Elem. only)
___2	___5	___Music (Elem. only)	___Other

2. Level of school you teach in?

___K-6 ___K-4
___K-8 ___5-8

3. What time do you usually arrive at school in a.m.____p.m.____

4. According to school policy what time must you report in?
a.m._____ p.m._____

5. What time do you begin supervision of students?
a.m._____ p.m._____

6. Count and total per week the number of minutes (above and over your thirty minute lunch time) that you have free of student supervision.
Min._____

7. State time periods that you have free of student supervision during the student day. (Exclusion of recess and lunch)

Mon._____
Tues._____ Thurs._____
Wed._____ Fri. _____

hat activities or teachers make the above periods possible? (Question 7) List the number of such periods per week.

____Music	____Foreign Language
____Art	____Departmentalized
____Phy. Ed.	____Team Teaching
____Library	____Other Specify

9. Is your room available for your use during your student free times?
____Always ____Sometimes ____Never

10. Rank (1st, 2nd, 3rd.....) the following areas according to time spent in each during your times free of students.

____Lounge	____Vacant classroom
____Work area	____Library
____Own classroom	

11. Do your homeroom students have recess?
____Yes ____No

12. Do you have recess duty?
____Always ____Sometimes ____Never

13. Estimate the percentage of activities performed during student-free time in the student day. (Use 10-20-30-40%....)

_____Lesson planning

_____Grading papers

_____Team planning

_____Principal conference

_____Parent conference

_____Audio visual preview

_____Research (Library)

_____Individual help for student

_____Room organization

_____Transferring of students to special classes

_____Coffee break

_____Smoking

_____Other forms of relaxation

COMMENTS: _____

_____

_____

_____

_____

APPENDIX B

13. Estimate the percentage of activities performed during student-free time in the student day. (Use 10-20-30-40%....)

40 Lesson planning

25 Grading papers

_____ Team planning

_____ Principal conference

_____ Parent conference

_____ Audio visual preview

_____ Research (Library)

5 Individual help for student

15 Room organization

_____ Transferring of students to special classes

15 Coffee break

_____ Smoking

_____ Other forms of relaxation

COMMENTS: _____

73-02
46

Response Sample

1. Grade you teach?

___K	___3	___6	___Phys. Ed.
___1	___4	___Art (Elem. only)	(Elem. only)
___2	✓ 5	___Music (Elem. only)	___Other

2. Level of school you teach in?

___K-6	___K-4
___K-8	✓ 5-8

3. What time do you usually arrive at school in a.m. 7:45 p.m. 12:05

4. According to school policy what time must you report in?
   a.m. 8:00 p.m. 12:15

5. What time do you begin supervision of students?
   a.m. 8:20 p.m. 12:45

6. Count and total per week the number of minutes (above and over your thirty minute lunch time) that you have free of student supervision.
   Min. 80

7. State time periods that you have free of student supervision during the student day. (Exclusion of recess and lunch)
   Mon. 1:00 - 1:50
   Tues. _____ Thurs. _____
   Wed. 1:00 - 1:50 Fri. 8:30 - 9:20

8. What activities or teachers make the above periods possible? (Question 7) List the number of such periods per week.

___Music	___Foreign Language
1 Art	___Departmentalized
2 Phy. Ed.	___Team Teaching
___Library	___Other Specify

9. Is your room available for your use during your student free times?
   ___Always ___Sometimes ✓ Never

10. Rank (1st, 2nd, 3rd.....) the following areas according to time spent in each during your times free of students.

1 Lounge	5 Vacant classroom
3 Work area	4 Library
2 Own classroom	

11. Do your homeroom students have recess?
    ___Yes ✓ No

12. Do you have recess duty?
    ___Always ___Sometimes ✓ Never

Sample of new numbering system to be coded for the computer

1. Grade you teach?
   code box 5 K code 5 3 code 5 6 code box 5 Phys. Ed.
   " 5 1 " 5 4 " 5 Art (Elem. only) (Elem. only)
   " 5 2 " 5 5 " 5 Music (Elem. only) 1A Other

2. Level of school you teach in?
   2A K-6 2C K-4 2D 4-8
   2B K-8 2D 5-8

3. What time do you usually arrive at school in a.m. 3 p.m. 4

4. According to school policy what time must you report in?
   a.m. 5 p.m. 6

5. What time do you begin supervision of students?
   a.m. 7 p.m. 8

6. Count and total per week the number of minutes (above and over your thirty minute lunch time) that you have free of student supervision.
   Min. 9 and 10

7. State time periods that you have free of student supervision during the student day. (Exclusion of recess and lunch)
   Mon. 11 + 12
   Tues. 13 + 14
   Wed. 15 + 16
   Thurs. 17 + 18
   Fri. 19 + 20

8. What activities or teachers make the above periods possible? (Question 7) List the number of such periods per week.
   21 Music
   22 Art
   23 Phy. Ed.
   24 Library
   25 Foreign Language
   26 Departmentalized
   27 Team Teaching
   28 Other Specify

9. Is your room available for your use during your student free times?
   29A Always 29B Sometimes 29C Never

10. Rank (1st, 2nd, 3rd.....) the following areas according to time spent in each during your times free of students.
    30 Lounge
    31 Work area
    32 Own classroom
    33 Vacant classroom
    34 Library

11. Do your homeroom students have recess?
    35A Yes 35B No

12. Do you have recess duty?
    36A Always 36B Sometimes 36C Never

13. Estimate the percentage of activities performed during student-free time in the student day. (Use 10-20-30-40%....)

37 - 38 Lesson planning

39 - 40 Grading papers

41 - 42 Team planning

43 - 44 Principal conference

45 - 46 Parent conference

47 - 48 Audio visual preview

49 - 50 Research (Library)

51 - 52 Individual help for student

53 - 54 Room organization

55 - 56 Transferring of students to special classes

57 - 58 Coffee break

59 - 60 Smoking

61 - 62 Other forms of relaxation

COMMENTS: 63 A

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER BOX WHICH MATCHES EACH LETTER OF YOUR NAME

YOUR LAST NAME | YOUR FIRST NAME | MI

USE PENCIL ONLY - DO NOT USE A PEN

BE SURE EACH MARK IS BLACK AND COMPLETELY FILLS THE BOX

STUDENT NUMBER

150

CODE

1 2 3 4 5 6

7 3 0 2 5

INSTRUCTOR: _____ COURSE: _____ ROOM & BLDG.: _____

1. _____ 2. _____ 3. Sample 4. _____ 5. _____

9 VOID 10 VOID

INDIANA UNIVERSITY FORM A

DC 4337 A

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METHODOLOGY AND CODING

The team recognizes the importance of carefully depicting the hand marking and rules for coding. It has therefore reconstructed in detail each specific question code to the reader. Also, for clarification a sample returned questionnaire, a sample answer sheet, our new numbering for the questionnaire, and rules and adjustments for coding have been constructed and placed in Appendix B. The reader is urged to jointly read Appendix B and the following pages of methodology.

The pre-addressed, yellow, return envelopes were pre-coded for each school. Upon the receipt of the questionnaires from all schools, this pre-coded envelope was used to insure the school and the number of the raw returns from each school. This code was placed in the upper right-hand corner of the returned questionnaire.

The code box qualified for the purpose of transferring the school number, the raw return number, and grade level to the answer sheet. Columns (1 and 2) were designated for the school number, columns (3 and 4) for the return number, and column (5) for the grade level of the re-

spondent. Referring to the sample answer sheet (Appendix C), the reader focuses his attention on school 73, raw return 01, and grade level 5.

The code box (column 5) all but eliminated one response from question (1). It was decided to utilize 1A on the answer sheet if the answer to the grade level was ___other. In our sample answer sheet, 1A is not blacken since it was included in the code box.

Answer sheet 2A was blackened if K-6 was checked by the respondent and so forth. Our sample shows a respondent from a 5-8 level school.

In order to be able to consistently compare and compute the responses from the questionnaire a new numbering system was employed. The original numbers were replaced with new ones enabling the team to pursue their study. (See Appendix A)

Questions (3-7) needed a scale of time intervals. Exact times were not necessary for our research. Short intervals of time were selected for this purpose. Below is the listing for the times:

Question 3,5,7	Questions 4,6,8
A before 7:29	A before 12:15
B 7:30-7:44	B 12:15-12:29
C 7:45-7:59	C 12:30-12:44
D 8:00-8:14	D 12:45-12:59
E 8:15 and later	E 1:00 and later

The reader examines the sample answer sheet and summarizes the respondent arrives between 7:45 a.m. and 7:59 a.m. Question (5) offers information that according to school policy the respondent must report by 8:00 a.m. to 8:14 a.m.

Another time scale was developed for question (9and 10). Unfortuantely the question was misinterpreted too regularly and therefore the decision to reject the responses was made. The time scale is shown below for the purpose of study by the reader:

Question 9	Question 10
A 0-5 minutes	A 26-30 minutes
B 6-10	B 31-35
C 11-15	C 36-40
D 16-20	D 41-45
E 21-25	E 46 and over

Recognizing that the team did not send out a sampling of the questionnaire the responses from questions 11-20 compelled the team to pursue changing all responses to exact minutes

during each day. Confidently we adapted the responses and were then able to utilize these vital statistics for our study.

A total of all minutes during the entire week was then placed in the first three columns of the student number box. The reader may compare the responses in questions (11-20) to the student number box and see our sample respondent indicated that he had 46 to 50 minutes on Monday, Wednesday, and Friday free of student supervision.

Questions 11-20

Odd number		Even number	
A	0 minutes	A	31-35 minutes
B	1-15	B	36-40
C	16-20	C	41-45
D	21-25	D	46-50
E	26-30	E	51 and over

Listing the number of periods free of students per week was organized into questions (21-28). The coding utilized 1=A, 2=B, 3=C, 4=D, and 5=E. Referring to the sample answer sheet the reader accepts that the respondent had 3 periods free of students. Two of which were physical education and one of art.

The coding for the availability of the room to the respondent was easily constructed to demonstrate that always = A, sometimes = B, and never = C. Our sample teacher did not have his room available for his personal use.

Questions (30-34) were a combination of ranking sequence. Darkened blanks were coded 1st. = A, 2nd. = B, 3rd. = C, 4th = D, and 5th. - E. The reader may use sample question 30 and 33 to realize the respondent spent the majority of his time in the lounge and the least in a vacant classroom.

Considering questions 35 and 36, a yes response blackened A, no response was B. Question 36 was designed similiarly in that A - always, B - sometimes, and C = never.

The percentage of activities performed during the scheduled free time of students was analyzed in questions (37-62). The following scale was created to code the responses:

Questions 37-62

Odd number		Even number	
A	below 10%	A	40-49%
B	10-19	B	50-59
C	20-29	C	60-69
D	30-39	D	70 and over
E	response next question	E	blank

Utilizing the sample answer sheet the reader accepts that the respondent spends his times free of students by: 40-49% lesson planning, 20-29% in grading papers, less than 10% for individual help of students, 10 to 19% for room organization, and 10 to 19% for a coffee break.

Question 63A is only blackened if the respondent wrote a comment in this section. Our sample respondent did not respond.

APPENDIX C

01-01 It is hard to place percentage on activities. These are broad estimates.

02-01 There was a question about number five. Is this supposed to mean what time does the given individual start supervision, or when does the supervisor suggest supervision? A difference in time does exist.

02-04 I have a thirty minute period daily from 11:15 -11:45 for planning. A paraprofessional takes children outside and takes them to lunch at 11:45. the

02-05 I need more FREE planning time!

03-01 Many days there isn't even time to get to the restroom.

03-02 I spend three hours at home and at school on daily preparation, due to a large (31) enrollment and difficult students that must be guided and closely supervised during their time with me. Plus the new reading series is demanding too much of my time.

03-03 I would like and need a daily period for planning, phonics lessons written on the board, restroom, etc. I'm getting an ulcer especially with the new short lunch hour!

03-08 I have no free time as the children who are staying for lunch are under my supervision until my lunch period. All the above activities are done on my own time except individual help which is student time.

03-12 I use very little of this time for relaxation, even though that would not be wrong. I don't think we should refer to this as "free" time. For most teachers it is work, planning, preparation, etc. I think this will be a useful study.

03-13 We have only thirty minutes per week that is depandable for planning and no time in my own room.

04-02 Special teachers for art, gym, and music should come in afternoons for lower grades.

04-05 This is the first year we have had any free time during the day other than recesses.

04-08 Students leave school at 2:45 p.m., so I have fifteen minutes every day from 2:45 till 3:00. This time is usually spent in organizing materials for the next day and cleaning the room.

04-10 Since students of this age still cannot do quite a few things, most of the work is left up to the teacher. There are enormous piles of papers to grade even if you try to cut down on the amount of paper work. Even that alone is a great burden to the teacher, as children of this age cannot be depended on to grade each other's papers satisfactorily. Yet the parents want all papers graded!

05-01 I would rather have uninterrupted planning periods than a raise in salary.

05-02 Question thirteen varies from day to day as the need arises.

05-03 I need two extra hours for lesson planning (including audio-visual preview, outside reading for students, and interest in regular curriculum).

06-04 I'm pleased with my free time.

07-03 Coffee is used as I am working in my room or where I am working. Papers are graded at home.

08-01 Although pupils leave at 11:15 for lunch, we teachers must supervise those who stay during our "planning periods" from 11:15-11:45 which is the dismissal time.

08-02 In high schools where some teachers have only two or three preparations per day they receive daily planning periods. In the elementary school where teachers are required to make four or five preparations per day they rarely receive daily planning periods!

08-04 It would be such a pleasure to have one planning period during each school day. As an elementary teacher, I have a MINIMUM of six preparations each school day. A daily planning period is available to high school teachers, and they surely don't have six preparations each day! We have equal pay for equal jobs. How about equal planning time for all teachers?

08-08 There is seldom enough planning time to complete any task, such as writing lesson plans, doing a bulletin board, ferreting out materials, or locating audio visual equipment.

08-09 The time over and beyond the thirty minutes at noon should not be counted a free time. Teachers are involved in lunch programs and supervision on bad weather days just because they are in the building and their room. Elementary teachers need that time to relax and get their bearings for the afternoon, besides having time to meet physical needs.

Check carefully each time schedule and subtract five minutes, for teachers are asked in the contract to be on duty five minutes before classes and five minutes after dismissal. Instruction time is being lost because of lunch programs and accepting non-teaching assignments (calling parents about discipline, tardiness, lunch money, assignments) besides free time. The daily unexpected problems must also be taken into account that no one ever anticipates and that you must meet immediately. Planning time needs to be equalized so that all teachers K-12 are treated equally. Primary teachers have more preparation and are responsible for all phases of academic learning. They are given three and four new text book adoptions and no time to study them.

08-10 Also I spend time taking care of sick children, chasing materials and audio visual equipment, writing notes or phoning parents, filling out requisitions and order forms, counseling students, reading mail and directives. I would prefer music and physical education instruction (organized program badly needed) to art, at this level. Some special teachers are permitted to use school time for extra-duty, extra-pay activities, which takes time that could be used to help this situation.

08-12 All other areas such as conferences, room organization, preparation of material, etc. are done after school until 4:30 p.m. usually or are taken home to do.

09-03 Too little time to estimate question thirteen!

09-04 All elementary teachers need a planning period.

09-07 Help!!!

09-09 This should include type of school: urban, rural, suburban, or deprived area. Why do some schools now have special music and art teachers for grades one thru five?

09-11 I would like to see us have more specialized personnel teach music and art, so the children could benefit from things we might not think to teach. This would give us more planning time and benefit the children.

09-12 Recess time cannot be considered preparation time. What happens when we have duty? How about when it rains and we have to stay with the children in the classroom.? I do not plan to be a member of this organization next year unless we get a preparation period. I joined this year because I felt you did work for the teacher's causes. Now more salary, insurance benefits, etc. are not important until the elementary

teachers have the same teaching load as the junior high and high school.

09-13 Too little free time to give estimates for question thirteen.

09-14 This year we either get free preparation periods equal to that of secondary teachers or we don't. If we don't, don't count on my membership for next year. In order of priorities it is the only thing I want for next year. If I can be of help let me know.

09-16 Does this free time include lunch hour. Primary teachers spend the majority of the noon hour in planning and room organization.

10-04 We need a better work room and lounge (inadequate ventilation and facilities).

10-08 The only free time we have is from 11:15-11:45 when our first graders go home. If we did not have an excellent paraprofessional, we would not have any free time because we have so many lunch students. I wish we had a teachers' lounge we could enjoy without all the smoke. When they put the addition on our building, the work space for the majority of the teachers was taken away as well as an audio visual room.

11-02 Elementary teachers do not have enough free time and junior high teachers in our building do not use their free time wisely.

11-05 I feel we should have a free period at least four times a week.

11-07 With an excellent student teacher my work load has eased a little, but this is for only a short period during the school year. From the time of arrival to the time of departure, both of us are extremely busy and neither can let up until we are home and then, and only then, does "relaxation" really take place!

12-03 Lower elementary grades are the most important grades to keep a daily check on pupil progress. Our present school program allows little time for this. To have a paid aide at noon recess or teacher aide more than thirty-five minutes per week would help. Also, less pupil load for all lower elementary grades while teaching reading is needed. At the present we have thirty-two pupils each. This is too many for first grade.

12-04 Lesson planning includes: gathering materials, ditto work, short conferences with principal and other teachers, telephone calls, library; all involved in lesson preparation.

13-03 Both the music and physical education are due to the generosity of the teachers sharing their free time, so that if they have special programs (Christmas, play day, etc.) they cancel my class, or if they have a substitute who feels incapable of teaching the second grade, I must keep my children and teach (often without notice.) The library periods never begin until three or four weeks after school opens and end two or three weeks before school closes to give the librarian time to get organized.

13-05 Generally I have coffee at the same time papers are graded in the work room. Duplicating takes about twenty-five percent of my time.

13-07 I don't drink coffee and I don't smoke, so I never get to the lounge. I'm lucky if I get to the restroom between 8:20 and 12:45 and in the afternoon between 1:45 and 3:00. If I go students are not supervised.

14-09 I feel most fortunate to be in the teaching situation that I am in, and grateful for the "good luck" to be located in this school.

15-01 In our school situation here, we elementary teachers did not get our planning period that was stated. Every other Wednesday , one third grade teacher gets thirty-five minutes to plan. This is not <u>right</u>. I do have an idea. Why couldn't we have a free period at 12:00-12:25. This gives the children a recess and the teachers time to plan.

15-03 We need a planning time each day, the same as in the high schools. A planning period we can count on!

15-06 I smoke and drink coffee while performing other activities. I do a lot of smoking.

15-10 My schedule is reasonable with one planning period four days a week. With smaller classes, the pressure is lessened considerably.

15-12 By parental request (and/or demand) I have an average of five students staying in for recess. I have also at times gotten students from another teacher who has duty. The <u>only</u> time I have completely to myself is 1:50-2:30 on Wednesday. This is better than nothing, but not by much!

15-13 We have only fifteen minute recesses twice a day, with duty one day per week. Be the time the students are ready and and out, it's time for them to come in again! This can hardly be considered "planning time."

15-16 I could use all day Wednesday for correcting and planning. A parent conference could be scheduled every Wednesday morning. Afternoons could be used for inservice, coaches meeting, etc. Shorten the summer. Four days with students, one without is what I would like.

15-17 I wish I had more time to relax. I never seem to find it although. I have mothers help me daily. I guess it's my fault!

15-18 Most of the activities above are performed before and after school or during lunch break. Two fifteen minute periods are not much time to get anything done.

16-07 No complaints on planning time. I would like to have an assistant principal, resource teacher, or someone to go to for advice and suggestions.

16-08 I spend time at home doing lesson plans, grading papers, etc.

16-10 Number thirteen is difficult to estimate because it varies so much from time to time.

17-01 Although first grade is dismissed at 11:15, most stay for lunch. From 11:15 to 11:45, first grade teachers are on lunch duty with their class (i.e., getting money, finding money, etc., going to restroom, taking to lunchroom, helping through the lunch line, etc, etc.) This is every morning at that time period. Therefore, it cannot be considered a planning period or free time.

17-02 From 11:15-11:45 I supervise lunch students. Only three or four go home.

17-10 There is no free time for third grade. All work must be done after school or in the a.m. before school starts, or at home in the evening. I spend at least one and one-half hours after school and at least one and one-half hours at home preparing, checking papers, and getting ready for the next day.

17-11 Second grade level has no free time during student day, 8:20-11:45 and 12:35-3:00. The paraprofessional takes recess duty for Monday, Tuesday, Thursday in the morning. We need a music, art, and physical education teacher at the grade two level.

18-03 I could sure use more free time. I grade all my papers at home.

18-04 I have no real free lunch time due to the fact that I have lunchroom supervision.

18-06 I feel there is definitely a need for more planning time per week per teacher.

20-01 I feel deeply (having taught all grades) that lower primary teachers are entitled to planning periods as much as other teachers. The younger the child, the more demanding he is of the teacher's time and attention. At present, I have only two planning periods a month.

20-02 I feel that all lower primary teachers need a planning period. At present, I have two planning periods per month.

20-03 Since this is my only time away from the students, I stop at the restroom, check my mailbox, sometimes discuss matters with the principal or parent, clean the board, prepare the room for the afternoon group, assemble materials for the afternoon group, prepare student records, fill out reports, change bulletin boards, display children's work, etc.

20-11 The time allowed teachers is quite good in our building.

21-02 It is very difficult to estimate my time spent on a percentage basis. I have no set pattern. I'm never out of my building before 4:00 p.m. I take papers home and I also plan lessons at home. The time I can stay late influences my use of "free time."

20-07 I would appreciate more planning time.

22-02 We need a planning period during the day (school hours.)

22-03 It would be nice to have some time for planning besides staying after school or before school.

22-08 I wish I had a planning period every day.

22-12 We have recess only with teacher supervision, except fifteen minutes. Noon recess is with aide-supervision. Why must a teacher be on duty if children must remain indoors at noon with the same aide supervision?

22-14 The free time work period allowed kindergarten teachers may seem misleading as dismissal is thirty minutes later than school is dismissed. The schedule is a good one, however and seems adequate for good planning and preperation.

22-18 It is a shame that our elementary school cannot have the benefit of an art and physical education teacher.

23-01 The computation of free time is open for debate. I did not count time before school (i.e. 8:00-8:20) or the time after school 2:55-3:30). Also why does the contract state that the teacher must stay fifteen minutes after the students leave, yet we are required to stay thirty-five minutes to fulfill a "normal" work day requirement.

23-02 With only twenty-five minutes a week, it's hard to get anything done during the school day.

23-02 Our free time is so broken up that it's impossible to get anything done--twenty minutes--twenty minutes--twenty minutes. I have at least one student in my room all the time.

23-04 The lounge is the only available place to work and I have a cup of coffee at the same time. The teacher's work area is in the library with students.

23-05 We need planning time. I do not enjoy spending my lunch hours working so that I have less to do at night. With the new adoptions this year more time is required for lesson planning.

23-06 We need more planning periods.

23-07 We have no art teacher help. No physical education teacher is available either. According to our research, our school seems to be the only school in the corporation with this serious problem. Our only help is one forty-five minute music period per week. Please help us. We are in desperate need.

23-11 We really need some time each day to plan and grade workbooks. In Indianapolis, we had three twenty minute music periods and one forty minute art period per week. Also we had a daily thirty minute gym period and one thirty minute library period in which we taugh or supervised.

24-02 As a teacher in the primary grades, I feel a great need for a preparation period. The variety of activities needed at this grade level requires not only readying the material for use, but studying the best means of employing this material for greatest educational benefit.

24-03 I do not have free time. My planning has to be done at home or I stay after school.

24-10 If my students had gym at the same time instead of on separate days, that would add considerably to the weekly total.

24-12 I do not spend too much time during the week on lesson plans. I really don't have the time. My weekends are devoted to lesson plans. I do need to have more time for individual work with the students. I work with them during recess. Grading papers takes up a lot of my lunch time because I believe in giving back morning work in the afternoon and going over it quickly.

25-02 Getting materials ready for that day or weeks activity consumes much time when the pupils are away. I mostly grade away from school. It absorbs too much time if done on breaks.

25-07 The time seems to get pretty tight sometimes.

26-05 Really!! What does it matter to anyone how I spend my planning time!! This is an invasion of my privacy!

27-02 The best time for planning and preparation is after school when there is no noise and no hard and fast time schedule. I look forward to this time of no noise. The rooms and halls are not treated or designed acoustically. The best time for planning is at home or after school.

27-05 I am never student-free and I have no desire to be! I was trained and taught for twenty-five years during the time that the teaching profession ranked on a par with the ministry and the medical profession. The teachers were dedicated in their effort to help each child develop his greatest potential mentally, morally, and physically. The last thing that crossed the teacher's mind was the monetary reward!

27-07 Most of my grading and lesson planning is done after school hours.

27-08 I should normally have from 7:40-8:40 free everyday, but to be able to teach all children, K-8, I had to schedule a first grade and kindergarten class Monday and Wednesday from 8:10-8:40. On Tuesday, Thursday , and Friday, I have voluntarily given up my planning period to help out in the reading program, which leaves me ten minutes of my planning time on those days.

27-11 Since I am in a self-contained classroom situation, all areas of the curriculum except art, music, and physical education need preparation and lesson plans daily. There is really not enough free time to do this except by arriving early and staying late after school. In addition to this there are the usual school reports or needed contacts with

parents by phone, etc. There is no time to grade papers except after school. Our allotted time for music was reduced this year and one art period eliminated. Since I am on noon duty daily, I hardly have time to gulp my food down and I must "cheat" on this time to even use the restroom or get a drink of water. Since so much of the necessary work must be done on our own time, why is the administration's position on arrival and departure times during grading periods when pupils are not at school such that teachers are nothing more than hourly paid employees?

27-12 It is hard to give a percentage for number thirteen.

28-02 Most of my planning and grading is done at home.

28-04 We do not have free time. We have recess duty twice a week. The other days we get the kids at the door, etc. We have ten minutes to go to the bathroom and get a drink ourselves. Most of this time there are children to tutor which is also done from 11:15-11:35 a.m., because of those having special tutors in first grade who miss subjects when being tutored.

28-05 It is <u>past time</u> that the elementary teachers be treated as equals to the junior high teachers with regard to free preparation or planning time! The teachers of the first four grades in our school are treated like imprisoned slaves!

28-08 With a new reading program, word cards and charts to make, and papers to grade each night this requires at least one hour of home work and frequently two or three.

29-02 This is the first year we have been able to stay in our rooms and work. One room became available for art and music, therefore children are not in their own rooms for art and music.

29-04 Since we have a special room this year for art and music, some teachers can use their own classroom for study. Last year we had no quiet place to go. Even the room next to the boiler room was stuffy and smelly.

29-05 Our school day is only 8:00-3:00, which is just seven hours. I have plenty of time for my activities.

29-07 I find it necessary for myself to stay after school, on the average of forty-five minutes longer in order to have my lessons prepared as I like them to be.

29-13 I drink coffee while I plan my lessons.

29-17 I would like some classes, like physical education, when I could work in my room during my free time! I would like to put work on the chalkboards, fix bulletin boards, etc.

29-20 The teacher's lounge is undesirable, plus it is almost inaccessable. It takes five minutes to get there from the other building.

29-21 There is no reason that elementary teachers cannot have the proper planning time. If they can afford to pay Dake's salary and constant increases, and give it to the upper grades, then we can and should have it too.

29-22 I do not have enough time off to put a percentage. With thirty minutes a week it is all spent for planning and preparation.

30-02 With twenty-five minutes for music and spending at least five minutes taking and picking up students it leaves not more than twenty minutes student-free time. Nothing can be completed, but I use it on the most pressing work, either lesson planning or grading papers.

30-04 I do not have any student-free time only on Monday for thirty minutes when the children have music. Grading papers is done at home most always. I sure would like to have a free period everyday to plan and give individual help.

30-07 I feel that I could be much better prepared if I had a set planning period each day!

30-09 Of my thirty minutes a week "student-free" time about ten minutes is needed to take the first graders to their music class and get them after class. The same is true of our fifteen minute recesses. At least five minutes is needed.

30-10 I sponsor Journalism Club which publishes the school newspaper. This takes one forty-five minute period with students from third, fourth, fifth, and sixth grade each week, plus extra hours sorting, proofreading, and typing some of the news. The P.T.O. hires a typist for some of the typing.

30-18 The above percentages vary.

30-19 The percentage is hard to calculate accurately.

31-07 Number thirteen is dependent upon varying circumstances.

31-13 Number thirteen varies from time to time depending on need.

32-01 I am glad to see this survey.

32-03 I feel it is very unfair that elementary teachers have no set daily period to themselves to get their necessary work done. Recess does not help and we have duty too! I feel this should be a major goal for the very near future.

32-06 The kindergarten teacher is with her children always. I do not even have a bathroom break except on Tuesday when they go to the library.

33-01 There is certainly a need for this survey. And action is needed! For any elementary teacher to be without a planning period per day is inexcusable! And some teachers do not have this. I taught eight years without a single planning period ever.

33-02 With five planning periods per week, I feel I have enough. However, many second, third, and fourth grade teachers in our building have no free time. These are the areas to concentrate on.

33-03 I use my own time for all the other items on this agenda. For instance, I give a great deal more time to helping students than I have free.

33-04 Elementary teachers need a planning period, more so than junior high and high school teachers. It is more difficult to teach reading, spelling, English, math, handwriting, science, health, art, and music, than it is to teach the same subject all day long. Covering all these areas requires more planning and evaluation. You seldom see a junior high teacher taking things home to work on. Elementary teachers have to do work at home because they have no preparation time.

33-05 I think when students are in the library we should be permitted to leave the room. It would be great to have time for a cup of coffee and time to use the restroom.

33-07 Every teacher in every system should have some period of time (at least thirty minutes) per day away from the students.

33-11 Kindergarten children are dismissed at 11:15 each morning. We do have thirty minutes before the noon hour each day for conferencing and preparation for p.m. This, however, is not enough time to do the proper planning and preparation for every student. These children need exposure to other teachers, like music and physical education.

33-12 As I am at two schools this year, I have almost no planning time. I also have no aide, except for twenty minutes

a day for playground in good weather. In bad weather the aide comes in my room for ten minutes.

33-15 All planning, research, some grading, and some conferences are done after school hours.

33-16 A good question would have been, what time do you usually leave after the school day. I leave around 4:30 and still have paperwork every night at home!

34-03 Is there any possibility of a full time art teacher for each school?

34-04 I do the rest of my planning after school and at home.

34-09 I have no free time during the student day and no planning period.

34-10 In only having forty-five minutes a week free, most of my grading, planning, and organization are done after school and at home every night and on weekends. Supposedly the first grade teachers are free thirty minutes each day from 11:15-11:45, but with taking children to the bathroom and to lunch there is not even a full five minutes free.

35-04 With the new reading program, much more time is needed for planning and evaluating!

35-07 I only have music off, if the music teacher feels she can take my class alone; otherwise I have no free periods.

35-11 You did not ask the time we leave in the p.m. I am working after school until 4:30 most every day, and I still have work to take home. There is not enough free time at school.

35-13 If they could get a gym teacher for the school, it would benefit all children. We only get art once a week for twelve weeks a year.

37-05 This is my first year in a self-contained room in ten years, and I really miss the daily planning period since every book is brand new to me this year. We also have noon hall duty about once a week, which takes away the thirty minutes duty free period on that day. <u>All teachers</u>, regardless of level, need a daily planning period!

37-06 In order to be adequately prepared, I spend on the average of three hours a day on school work, working after school and at home.

37-07 My free time varies from year to year, and is usually less than this.

37-10 I have wall to wall kids and I need at least one planning period per day. We need to have our day shortened. Our day is from 8:00-3:10.

37-11 I always do planning and preparing the two free periods I have per week.

APPENDIX D

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE KINDERGARTEN

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70+ %	no response %
Lesson Planning	0%	3%	7%	19%	13%	10%	7%	6%	35%
Grading Papers	7	16	3	3	3	0	0	0	68
Team Planning	4	0	3	3	0	0	0	0	90
Principal Conference	10	3	0	0	0	0	0	0	87
Parent Conference	13	16	6	0	0	0	0	0	65
Audio Vis Prev	2	2	2	0	0	0	0	0	94
Research (Library)	6	10	0	0	0	0	0	0	84
Ind. help to Students	7	3	0	6	0	0	0	0	84
Room Organ.	0	13	23	3	13	6	0	6	36
Trans stud spec/class	0	0	0	0	0	0	0	0	100
Coffee Break	10	0	6	0	0	0	0	0	84
Smoking	0	3	0	0	0	0	0	0	97
Other forms Relax.	7	3	3	0	0	0	0	0	87

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 1

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	2	9	19	8	5	15	2	3	37
Grading Papers	0	17	17	12	7	11	0	1	35
Team Planning	3	8	2	2	0	2	0	0	83
Principal Conference	8	5	2	0	0	0	0	0	85
Parent Conference	12	8	2	0	0	0	0	0	78
Audio Vis Prev	3	7	0	0	0	0	0	0	90
Research (Library)	6	11	0	0	0	0	0	0	83
Ind. help to Students	5	19	5	3	7	0	0	2	59
Room Organ.	7	17	18	1	3	1	0	0	53
Trans stud spec/class	1	2	2	0	0	0	0	0	95
Coffee Break	9	8	0	0	0	0	0	0	83
Smoking	3	2	0	0	0	0	0	0	95
Other forms Relax.	5	3	0	0	0	0	0	0	92

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 2

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	2	10	12	16	9	10	2	7	32
Grading Papers	2	14	19	10	9	11	2	0	33
Team Planning	2	5	0	0	2	0	0	0	91
Principal Conference	13	6	0	0	0	0	0	0	81
Parent Conference	10	9	0	0	0	0	0	0	81
Audio Vis Prev	9	5	0	0	0	0	0	0	86
Research (Library)	6	7	2	0	0	0	0	0	85
Ind. help to Students	3	21	7	4	7	2	0	0	56
Room Organ.	5	21	19	1	0	1	0	0	53
Trans stud spec/class	5	2	2	0	0	0	0	0	91
Coffee Break	5	12	4	5	0	0	0	0	74
Smoking	0	4	0	0	0	0	0	0	96
Other forms Relax.	3	0	2	0	0	0	0	0	95

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 3

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	2	11	10	17	13	0	4	6	37
Grading Papers	6	6	13	8	15	10	2	9	31
Team Planning	3	3	4	3	0	0	0	0	90
Principal Conference	8	8	0	3	0	2	0	0	78
Parent Conference	5	6	4	3	0	0	0	0	82
Audio Vis Prev	7	7	0	0	0	0	0	0	86
Research (library)	8	8	3	3	0	2	0	0	76
Ind. help to Students	6	8	12	6	0	2	0	2	64
Room Organ.	4	23	14	8	0	0	4	0	47
Trans stud spec/class	3	5	2	0	0	0	0	0	90
Coffee Break	14	12	0	0	3	0	0	0	71
Smoking	6	0	0	0	0	0	0	0	94
Other forms Relax.	3	0	3	0	0	0	0	0	94

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 4

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	2	13	21	12	9	21	2	7	13
Grading Papers	6	8	15	10	16	15	5	6	19
Team Planning	3	5	2	0	0	0	0	0	90
Principal Conference	17	6	0	0	0	0	0	0	77
Parent Conference	15	6	3	2	0	0	0	0	74
Audio Vis Prev	9	5	2	0	0	0	0	0	84
Research (Library)	15	16	5	0	0	0	0	0	64
Ind. help to Students	7	9	6	2	0	0	0	1	75
Room Organ.	24	19	10	2	1	1	0	0	43
Trans stud spec/class	6	5	0	0	0	0	0	0	89
Coffee Break	7	5	2	0	3	2	0	0	81
Smoking	5	8	0	0	2	0	0	0	85
Other forms Relax.	5	5	2	0	0	0	0	0	88

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 5

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	0	3	20	20	12	15	2	10	18
Grading Papers	2	13	12	23	13	7	5	8	17
Team Planning	3	4	3	2	0	4	0	0	84
Principal Conference	11	19	2	0	0	0	0	0	68
Parent Conference	6	19	2	0	0	0	0	0	73
Audio Vis Prev	7	11	2	0	0	0	0	0	80
Research (Library)	7	15	4	0	0	0	0	0	74
Ind. help to Students	4	8	2	2	0	2	0	0	82
Room Organ.	13	28	5	8	0	0	0	0	46
Trans stud spec/class	6	2	0	0	0	0	0	0	92
Coffee Break	12	7	2	0	0	0	0	0	79
Smoking	7	6	0	0	0	0	0	0	87
Other forms Relax.	2	2	2	0	0	0	0	0	94

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
IN GRADE 6

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	0	6	17	14	14	17	8	12	12
Grading Papers	6	10	16	21	12	10	0	4	21
Team Planning	4	4	2	0	0	0	0	0	90
Principal Conference	12	8	2	0	0	0	0	0	78
Parent Conference	8	10	4	0	0	0	0	0	78
Audio Vis Prev	14	2	4	0	0	0	0	0	80
Research (Library)	14	6	6	2	0	2	0	0	70
Ind. help to Students	6	6	6	0	2	0	0	0	80
Room Organ.	8	31	6	0	0	0	0	0	55
Trans stud spec/class	4	4	0	0	0	0	0	0	92
Coffee Break	2	23	10	0	2	0	0	0	63
Smoking	6	4	2	0	0	0	0	0	88
Other forms Relax.	4	4	4	0	2	0	0	0	86

PERCENTAGE OF ACTIVITIES PERFORMED
DURING TIMES FREE OF STUDENTS
AND OTHER SUBJECTS

	0-10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70% & over	no response %
Lesson Planning	0	9	14	4	14	5	9	9	36
Grading Papers	0	14	9	9	4	5	5	5	50
Team Planning	4	5	0	0	0	0	0	0	91
Principal Conference	9	9	0	0	0	0	0	0	82
Parent Conference	5	9	0	0	0	0	0	0	86
Audio Vis Prev	4	5	0	0	0	0	0	0	91
Research (Library)	9	14	0	0	0	0	0	0	77
Ind. help to Students	4	9	0	0	0	5	0	0	82
Room Organ.	4	18	5	5	0	0	0	0	68
Trans stud spec/class	0	0	0	0	0	0	0	0	100
Coffee Break	4	14	0	5	0	0	0	0	77
Smoking	0	0	0	5	0	0	0	0	95
Other forms Relax.	5	0	0	0	0	0	0	0	95

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN KINDERGARTEN
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	42	7	3	7	35	0	3	0	0	3
Tuesday	38	9	3	6	32	0	3	0	0	9
Wednesday	36	13	4	7	23	0	4	3	0	10
Thursday	39	7	3	7	32	0	6	3	0	3
Friday	45	10	3	7	29	0	3	0	0	3

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN GRADE 1
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	64	5	2	3	20	2	2	0	2	0
Tuesday	70	3	2	0	20	0	2	0	3	0
Wednesday	66	5	1	1	19	0	2	2	2	2
Thursday	66	0	1	5	22	2	0	1	0	3
Friday	61	7	4	4	15	2	0	4	3	0

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN GRADE 2
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	65	4	5	2	16	0	2	2	2	2
Tuesday	67	0	6	3	18	4	0	2	0	0
Wednesday	67	4	7	5	9	0	0	4	2	2
Thursday	57	2	6	2	13	0	10	2	2	6
Friday	74	5	11	2	4	0	4	2	2	0

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN GRADE 3
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	59	5	2	5	13	2	0	6	2	6
Tuesday	68	0	9	2	7	5	0	5	0	4
Wednesday	61	2	3	9	11	0	3	3	2	6
Thursday	54	2	0	5	24	0	2	7	2	4
Friday	76	0	7	2	5	2	2	2	2	2

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN GRADE 4
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	50	0	2	6	9	2	16	12	0	3
Tuesday	52	2	3	2	5	3	13	15	2	3
Wednesday	40	2	3	5	12	5	18	10	2	3
Thursday	46	0	5	5	5	6	13	16	1	3
Friday	43	0	2	0	13	6	12	21	2	1

PERCENTAGE OF TEACHER'S TIMES
FREE OF STUDENTS IN GRADE 5
DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	31	0	6	2	8	2	15	21	10	5
Tuesday	32	0	0	5	2	2	17	23	15	4
Wednesday	28	0	2	4	6	0	19	22	14	5
Thursday	36	2	0	5	2	4	14	25	5	7
Friday	32	0	0	7	5	2	17	20	10	7

PERCENTAGE OF TEACHER'S TIMES FREE OF STUDENTS IN GRADE 6 DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	30	3	1	5	5	3	17	17	5	14
Tuesday	11	3	3	5	7	7	19	30	5	10
Wednesday	38	3	1	5	5	3	23	13	3	6
Thursday	19	3	3	7	7	3	11	30	5	12
Friday	28	3	3	5	9	1	23	19	5	4

PERCENTAGE OF TEACHER'S TIME
FREE OF STUDENTS AND OTHER
SUBJECTS DURING THE SCHOOL WEEK

	0-min	1 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	51+
Monday	41	4	4	0	5	0	9	32	5	0
Tuesday	54	4	0	0	9	0	5	9	5	14
Wednesday	54	4	4	0	14	0	5	14	5	0
Thursday	41	9	0	0	9	0	4	18	5	14
Friday	45	14	4	0	4	0	5	23	5	0

NUMBER OF PERIODS FREE OF STUDENTS IN KINDERGARTEN DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	0	3	0	0	3
Art	0	0	0	0	0
Phys Ed	0	0	0	3	0
Library	23	6	0	0	0
Foreign Language	0	0	0	0	0
Dept.	0	0	0	0	0
Team Tchng	0	0	0	0	0
Other	35	0	0	0	19

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 1 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	32	5	0	0	0
Art	15	0	0	0	0
Phys Ed	17	3	0	0	0
Library	22	2	0	0	0
Foreign Language	0	0	0	0	2
Dept.	0	0	0	0	0
Team Tchng	2	0	0	0	0
Other	14	0	0	0	7

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 2 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	54	5	2	0	0
Art	21	2	0	0	0
Phys Ed	11	5	0	0	0
Library	19	2	0	0	0
Foreign Language	0	0	0	0	0
Dept.	0	0	0	0	0
Team Tchng	0	0	0	0	0
Other	9	3	0	0	0

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 3 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	61	11	2	0	0
Art	35	0	0	0	0
Phys Ed	19	4	0	0	0
Library	17	0	0	0	0
Foreign Language	0	0	0	0	0
Dept.	0	0	0	0	0
Team Tchng	0	0	0	0	0
Other	7	0	0	0	0

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 4 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	57	26	1	0	0
Art	57	12	0	0	0
Phys Ed	13	10	0	0	0
Library	6	0	0	0	0
Foreign Language	0	0	0	0	0
Dept.	1	0	0	0	0
Team Tchng	0	0	0	0	0
Other	0	0	0	0	0

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 5 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	62	25	8	0	0
Art	59	30	0	0	0
Phys Ed	23	11	0	0	0
Library	5	0	0	0	0
Foreign Language	2	0	0	0	0
Dept.	0	0	0	0	0
Team Tchng	2	0	0	0	0
Other	2	0	0	0	0

NUMBER OF PERIODS FREE OF STUDENTS IN GRADE 6 DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	49	41	6	0	0
Art	69	24	2	0	0
Phys Ed	27	8	2	0	0
Library	0	0	0	0	0
Foreign Language	0	0	0	0	0
Dept.	2	0	0	0	0
Team Tchng	0	0	0	0	0
Other	4	0	0	0	0

NUMBER OF PERIODS FREE OF STUDENTS IN MUSIC, ART, PHYSICAL ED AND OTHER DUE TO RELIEF BY TEACHERS OF:

	1	2	3	4	5
Music	36	5	0	0	0
Art	18	5	0	0	0
Phys Ed	14	0	0	0	0
Library	14	0	0	0	0
Foreign Language	0	0	0	0	0
Dept	5	0	0	0	0
Team Tchng	0	0	0	0	0
Other	18	0	0	0	0